

# The Old Rectory Nursery (Barwell) Ltd.

Inspection report for early years provision

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**Unique reference number**

EY302880

**Inspection date**

10/09/2008

**Inspector**

Kristin Hatherly

**Setting address**

The Old Rectory Nursery, 93 Shilton Road, Barwell,  
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**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

The Old Rectory Nursery opened in 1986 and re-registered as a limited company in 2005. It is registered on the Early Years, Compulsory Childcare and Voluntary Childcare Registers. All children share access to all of the ground floor and to a secure enclosed outdoor play area. A maximum of 28 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.30 for 51 weeks of the year.

There are currently 53 children aged from four months to under eight years on roll. Children come from Barwell and the surrounding areas. The nursery currently supports children with learning difficulties or disabilities.

The nursery employs ten staff of whom nine hold an appropriate early years qualification and one is working towards. The nursery works with the local authority Improvement Advisor.

## **Overall effectiveness of the early years provision**

The overall effectiveness of the setting is inadequate. The setting has a clear ethos of care which includes the family and works closely with families to ensure children are not disadvantaged in any way. However, although staff understand and recognise the uniqueness of each child, the records do not show the children's progress adequately to ensure compliance with the Early Learning Goals and Early Years Foundation Stage. All the required policies procedures and records are in place and made available to parents. The provider had reviewed most of the documents to ensure that they are fully up to date with the new EYFS requirements. The setting does not evaluate or review and reflect on their provisions for children's welfare, learning and development and thus is not pro-active in improving or developing its practice. Although the nursery works well in partnership with parents, it has not incorporated procedures to work in partnership with others. The needs of children with learning difficulties and/or disabilities are being met.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## **What steps need to be taken to improve provision further?**

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- plan and provide suitable experiences which are appropriate to each child's stage of development and meets their individual needs as they progress towards the early learning goals 01/01/2009
- develop ongoing sensitive observational assessments 01/01/2009

in order to plan to meet children's individual needs more consistently

- conduct risk assessments and review regularly, identifying aspects that need to be checked on a regular basis, maintaining records of these particular aspects and when and by whom they are checked, determining the regularity of these checks according to the significance of individual risks

01/01/2009

To improve the early years provision the registered person should:

- ensure effective steps are taken to evaluate the provision for children's welfare, learning and development ensuring parents and staff are meaningfully involved in the self-assessment process
- ensure that a regular two-way flow of information with parents and between providers is maintained
- ensure drinking water is readily and easily accessible to children at all times

## **The leadership and management of the early years provision**

The leadership in the nursery is weak, which prevents staff from developing their knowledge and skills sufficiently well to promote children's learning and development. Although some systems are in place to support staff to develop children's progress, records and planning and staff have access to training in line with the Early Years Foundation Stage requirements, they do not implement or consolidate what they learn quickly enough to make changes and improvements. The setting does not use any form of self-evaluation to take account of the views of the children, parents and carers and other interested partners as well as staff to enable it to reflect and review on areas for development. The number of staff and planning meetings need to be increased to ensure there is a coherent and consistent approach to all aspects of the provision.

The provision has developed satisfactory relationships with parents and carers although it has not put in place steps to extend partnerships with other interested parties including the local school and other providers who share children's care. The nursery has a clear ethos of care which includes the family and occasionally have made temporary provision for families to ensure children are not disadvantaged in any way. Parents are kept informed through regular newsletters, a yearly report and there is an open evening. They are welcome at the nursery anytime and were seen to stop and chat to their child's key worker. The nursery is very caring Parents were happy with the care their children received and complete an "All About Me" booklet about their child when they start at the nursery.

Although an annual risk assessment is in place, this has not yet been developed to include ongoing regular risk assessments to ensure all potential hazards are minimised and appropriate action taken to eliminate the risk of accidents. Staff are deployed effectively and there are clear contingency plans in case of emergencies.

## **The quality and standards of the early years provision**

Staff have not fully implemented the Early Years Foundation Stage and as a result, children do not make sufficient progress in communicating, numeracy and communication technology to develop the skills that will contribute to their future economic well-being. However, children are happy and settled at the nursery and have formed good relationships with the staff. Children behave well as they learn to understand their own needs and the need of others. They have some opportunities to make choices in their play.

Children separated from their carers well and older children are developing friendships and chat to staff about significant events in their lives. Children behave well. They are beginning to develop their independence as they choose from the range of foods available at snack time. However, there are limited opportunities for children to develop their speech and language as staff do not consistently give children time to express themselves. Staff were not seen to encourage children to attempt to write their names although children have access to their names when they come in and at snack time. Although children did not access books independently, they were given books to read when waiting for dinner to be served.

Children are encouraged to problem solve in everyday activities, for example when a child leaves the group they are asked how many are left or when putting out plates at snack time, they are asked how many more do we need. There are displays of numbers around the room and children engage in singing counting rhymes. However not all staff encourage children to count spontaneously during activities. Children learn about foods from other countries and celebrate a variety of festivals and have access to a satisfactory range of resources that promote diversity. They have regular access to a computer and printer where they operate simple programmes with increasing skill and confidence. Children have frequent access to the outdoor play as they develop their large muscles as they ride on bikes and run around, and make up games in the playhouse. They also enjoy exercise and physical activity through the weekly visit of a sports company. Children move well negotiating confined space and going from room to room confidently. They enjoy a variety of creative activities and their work is displayed which helps to develop their self-esteem. Children investigate and explore a variety of media and materials such as shaving foam and play dough. They take part in a variety of role play, sing songs and have free access to musical instruments.

Children's welfare is promoted and staff have a satisfactory understanding of safeguarding issues. Children's health is promoted well as they are encouraged to wash their hands at appropriate times through personal hygiene routines. Staff care for children appropriately when they become ill and measures used to prevent the spread of infection are satisfactory. Children learn how to make healthy choices about what they eat during snack time and meals provided are well-balanced and nutritious. There is a water dispensing machine in one room and jugs in others. However in the rooms where there are jugs these should be made more accessible.



## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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